

Teens and Social Networking:
Responsible Practices within the School Setting

By

Kate I. Goudreau

A Graduate Research Project Submitted to the

University of Alaska Fairbanks

In Partial Fulfillment of the Requirements of the Degree of
Masters of Education in Counseling

Christine Cook, Ph.D.

Allan Morotti, Ph.D.

Joni Simpson, M.Ed.

University of Alaska Fairbanks

Fairbanks, Alaska

Summer 2016

Abstract

As technology advances and Internet connectedness becomes more omnipresent, chances for misuse of the Internet and social media sites dramatically increases. Teenagers turn to the Internet for socializing, information gathering, school work, and entertainment. The free information sharing platform presents challenges for parents as they struggle to instill responsible Internet use in their children while not fully understanding the constantly changing world of online social interaction and peer relationship building. Schools and administration continue to see the relationship of Internet use on both a positive and negative level, concerned with promoting both a safe and secure education community but lacking in the ability to police and enforce online social lives that affect a learning environment. This project strives to promote the usefulness of a *safe Internet practices point of contact* in a rural high school by detailing the pros and cons of teenage Internet use. The paper is supplemented by a PowerPoint presentation and pamphlet with resources for easy access by both schools and parents.

Table of Contents

Abstract.....	1
Table of Contents.....	2
Teens and Social Networking; Responsible Practices within the School Setting	3
Description of Need	5
Literature Review	8
Theoretical Foundation	8
Impact of Social Media on Cognitive Development.....	12
Risks of social media.....	13
Benefits of social media	16
Safe Media Practices Point of Contact (POC)	18
Internet Safety Resources.....	21
Application.....	22
Conclusion	23
References.....	24
Appendix A.....	30
Appendix B.....	31

Teens and Social Networking: Responsible Practices within the School Setting

Cell phones and social connectedness have put powerful tools into the hands of increasingly younger youth in society. A Pew Research Center study shows 68% of 13-14 year olds and 76% of 15-17 year olds have access to smart phones (Lenhart, Purcell, Smith, & Zickuhr, 2010). Of these teens that own a cell phone, 89% of 13-14 year-olds and 93% of 15-17 year-olds access the Internet in some form from the mobile device (Lenhart et al., 2010). A look at socioeconomic status of teen users shows a higher percentage of teens owning smartphones in households making \$78,000 or more (78%) while those with families making \$30,000 or less shows a percentage of 61% (Lenhart et al., 2010). Information accessed is a combination of news, information, and entertainment, but most predominately social interaction and communication (Faris & Underwood, 2015; Lenhart et al., 2010). The top three social media applications (apps) most prevalently used by American teens are Facebook (FB), Instagram, and Snapchat in that order (Lenhart & Page, 2015), but new apps continue to appear in the popular use scene like Kik Messenger, Twitter and Tumblr. These applications are rapidly exploring their limits, using secrecy and tracking features as highlights to lure young users into feeling protected with the information sharing (Sales, 2016). Yet increasingly more and more young people are risking their reputation and sharing risqué photos and messages to conform to generational social pressures (Clarke-Pearson-& O’Keeffe, 2011; Lenhart et al., 2010; Sales, 2016)

As this is the first generation to use cellular phones as an Internet-based connectedness tool, research is just starting to track the long term effects of the phenomenon. Most children, approximately 92%, have had pictures of themselves posted by family by the age of 2 (Sales, 2016). Children often learn from their parents, and thus they too begin to create a social persona for themselves and test boundaries via the Internet. The popularity of instant communication,

gratification, and information sharing includes a rising trend among teens that includes *selfies*, pictures taken of oneself by themselves, and *hashtags*, phrases or words preceded by a hash mark as a way to organize themes online, while self-promoting. This, in turn, includes a rise of privacy concerns, advertising influence, and peer-to-peer harassment and cyberbullying (Clarke-Pearson & O’Keeffe, 2011), creating a growing need to address this issue. These concerns transcend the home life and follow teens into their schools and extra-curricular activities. In Alaska, public school students spend an average of 6.48 hours a day for an average of 180 days a year in a school building (U.S. Department of Education, National Center for Education Statistics [NCES], 2010). That is approximately 20% of the year (not counting sleep or after school activity hours) spent surrounded by required peer to peer interaction with both friends and foes. Because of this significant chunk of time within the school setting, teachers and staff are active support for students during social and emotional crises during the school year. As online lives merge with offline relationships, many of the cyber fights or harassment from the night prior spill into school days (Sales, 2016), creating a real concern for campus safety. In 2010, 8% of public schools that had reported cyberbullying amongst the student body (happening at least once a week) stated it significantly affected their school environment (U.S. Department of Education, U.S. Department of Justice, Office of Justice Programs [JP], 2013).

Internet use is an important part of society and will be imperative to teens when they start seeking information for research projects, career searches, or everyday life situations (e.g., mortgages, car loans, insurance options). It is impractical to write it off or abstain from its use entirely and can be utilized with great success when mediation methods encourage self-restriction and critical thinking skills (Ismail & Shin, 2014). *Netiquette*, proper Internet manners, is not something ingrained from birth, but rather forms from proper modeling both in and outside

of the home. This project will show the need for a school Internet practices *Point of Contact* and how a school counselor could be a great resource for that title. The fluidity and ever-present nature of the position can be both a resource and mentor for those parents or teens needing advice. Social networking sites (SNS) evolution is constant and basic safety rules and applicability are increasingly sought by those who do not always know where to find it. Schools are an important source of information, especially in rural areas that have limited resources elsewhere in the community, and continuous mentoring can help shape proper digital citizenship.

Description of Need

Teenagers have a need to feel a connection with their peers as part of basic human development (Henderson & Thompson, 2011; Santrock, 2014) and many offline relationships are maintained through an online presence. For some parents, it is a foreign concept to understand that their child's online lives "are an extension of their offline lives" (Clarke- Pearson & O'Keeffe, 2011, p. 801). Loneliness and *Facebook depression* are serious side effects of online personas when teens feel they are being left out of activities or conversations on social media sites. When teenagers receive positive comments on their pictures or posts, the brain pleasure center is activated in the same manner as receiving accolades or acceptance in real life, forging an instinctive reaction to receive more boosts to enhance reputation (Meshi, Morawetz, & Heekeren, 2013). Although a 2012 Common Sense Research study concluded that many U.S. teenagers between the ages of 13 and 17 believe social media helps build up their confidence (Leiden Psychology, 2013), further research is still trying to understand if these feelings are determined by FB interactions or embodied before exposure (Clarke-Pearson & O'Keeffe, 2011). Over 1,000 teens participated and although the majority of teenagers did not feel social media strongly affected their emotional well-being, other kids reported feeling less shy and more

outgoing (Common Sense Media, 2012). The need to continually receive social affirmation both online and offline from peers can lead to risk taking behaviors while exploring different social circles (Clarke-Pearson & O’Keeffe, 2011). If teens do not receive the response they want, their online personas may change to meet the standards set by others, which could include posting risqué pictures, engaging in bullying type behaviors or harassment (Sales, 2016). In turn, cyberbullying and self-sexualizing can lead to suicidal ideation, low self-esteem, depression, and social anxiety (Dredge, Gleeson, & Garcia, 2014; O’Donnell, Schneider, & Smith, 2013). Acceptance by peers is important to teens and social isolation or intensely aggressive interactions via SNS may trigger depression (Clarke-Pearson & O’Keeffe, 2011). Further research is being done to calculate firm statistics on reported emotional and psychological distress perpetrated by inappropriate online behavior. However, the severity of the impact these teens may undergo in their social-cyber lives highlights the necessity for SNS awareness.

In 2011, 15 year old Amanda Todd was video chatting with strangers online when she was pressured to flash the camera (Todd, 2012). The stranger, who was eventually identified as a 35 year old male from the Netherlands, took a picture of her breasts and blackmailed her into continuing to share more nude pictures or he would share the topless photo. Eventually, he created a Facebook page, using her breasts as the profile picture and inviting all her friends and family to see. Her friends and peers in her school slut-shamed her both in school and online. She began to self-harm and was diagnosed with Post Traumatic Disorder and anxiety. She changed schools three times to get away from the bullying and harassment before finally taking her own life on October 10, 2012. Before her short life was ended, she left behind a nine minute YouTube video entitled “My story: Struggling, bullying, suicide, self-harm” (Todd, 2012). In the

emotionally moving video, she uses flashcards to outline her entire experience as a warning to other kids to not become victims, or harassers, themselves.

According to the New York Times, 13 year old Megan Meier, who had a history of depression and suicidal ideation, befriended a young man named Josh Evans on MySpace in 2006 (Steinhauer, 2008). After several weeks of online chatting and courting, Josh sent Megan several hurtful messages, including one that said: “The world would be a better place without you” (Steinhauer, 2008). Megan hung herself that same afternoon. After her death, it came to light that “Josh” was actually a figment of the imagination of Megan’s classmate, the classmate’s mother, and one of the mother’s business friends as a way to obtain information about how Megan felt about the classmate. Not only was this an extreme example of harassment and deceit, but much of it was orchestrated by the classmate’s mother herself. This case is also important because it was the first time the United States convicted anyone (in this case, the mother) for cyberbullying crimes, setting a precedent for future cases of cyberbullying and harassment (Steinhauer, 2008).

Although suicide and self-harm are not always the end to online harassment or cyberbullying scenarios, there is evidence that links social media influence to suicidal ideation (Fairall, Luxton, & June, 2012). *Cyberbullicide* is the term used when studying the indirect and direct links of cyberbullying to suicide (Fairall et al., 2012). In one study, middle school victims of cyberbullying were 2 times as likely to attempt suicide and offenders were 1.5 times as likely to have attempted suicide than those who were neither victims nor offenders (Fairall et al., 2012). Although there has been no final determination or study to prove that cyberbullying is the only reason teenagers attempt suicide, it does correlate to the act by adding to preexisting emotional stressors and feelings of isolation or hopelessness (Fairall et al., 2012). When parents or mentors

are able to get involved, teens can rely on them for coping advice and help but only 1 in 6 parents know when their child has actually been bullied online (Megan Meier Foundation, 2016). Another statistic shows that 56% of teens have not told their parents or an adult about hurtful or harmful online conversations (Megan Meier Foundation, 2016). The advocacy of Internet safety for kids by parents can help prevent ignorance of evolving SNS technology and promote open communication lines that may help teens feel less anxious in asking for help (Ismail & Shin, 2014; O'Donnell et al., 2013).

Literature Review

Nancy Jo Sales, an award-winning journalist, penned *American Girls: Social Media and the Secret Lives of Teenagers* (2016). A descriptive ode to the youth culture of SNS, this book is based around the teenage girl's view of social networking and online lives. Each chapter is reflective of a teenage year, ages 13 through 19, and stories are shared about their online social lives and those they covet as having it all as witnessed through their shared images and tweets. There is a connection with fellow teens and peers, following popular stars on Twitter or Instagram they have never met as a means to share in their daily lives and fashion styles. Thirteen year old girls who are just reaching the age of puberty are now dressing and talking like their favorite 22 year old television star (Sales, 2016). This book highlights the phenomena of modern day growing up, trying to transition from the awkward adolescent period in an age of photo shopped pictures and unachievable perfectionism. This insight helps explain the need for constant affirmation when trying to define oneself in an age of connectedness.

Theoretical Foundation

Lev Vygotsky's Social Development Theory and Erik Erikson's Psychosocial Theory (McLeod, 2013, 2014; Santrock, 2014) lay a framework that helps explain the teenager draw to

SNS and its availability. Both theories touch on the importance of peer influence and connectedness on an individual and the importance of learning in order to develop. Vygotsky focuses on the cognitive development of interactions with others while Erikson focuses on the progression of age and choices made in each stage of life being the core development of an individual. Both theories help elaborate on the importance of SNS to teens these days and why this type of socializing is so important.

Vygotsky's theory places a strong emphasis on outside influence, such as family or peers, as a way to learn about the world around them (McLeod, 2014; Santrock, 2014). Technology plays a huge factor in shaping the learning experience, something being seen on many different levels in teenager's lives today. Who a child interacts with and models behaviors on helps influence their actions as they continue to age and mature. Vygotsky, as explained by Sam McLeod (2014), "sees cognitive functions... as affected by the beliefs, values and tools of intellectual adaptation of the culture in which a person develops and therefore socio-culturally determined" (p. 2). A teen that is cultured and influenced by what most intimately surrounds them will learn those traits and ideas as a functioning truth of their own idealization. Unless mentored through new socialization stages from the beginning, as a father might with a child learning a jigsaw puzzle for the first time, bad habits may form out of pure ignorance of values (McLeod, 2014). Although Vygotsky does not focus on age-specific changes (Santrock, 2014), the idea of influencing self-thought and ideation based on those surrounding a teen is a strong base to move forward with proper communications and information. In essence, teenagers draw to each other in order to learn what perceived expectations are of them and their growth processes in a social environment. Although Vygotsky feels the parental figures will create the most influence for a child at the beginning stages (McLeod, 2014), teenagers have much more

independence and begin to rely more heavily on the most social and tangible environment to them (e.g., cell phones, computers, friends). The environment they grow up in will influence their later stages of life in how they think and what they think about (McLeod, 2014). This theory, in conjunction with Erikson's stages of life, provide insight regarding teen growth, self-identification, and general understanding of environmental socialization.

Erikson's theory of identification concretely describes the *identity versus identity confusion* stage of teenager development (Santrock, 2014). This is the point at which a teenager begins to develop themselves as either a healthy or unhealthy individual, based on choices made during this stage of self-identification. A teen will explore self-expression and interests by trying to either fit or not fit a certain mold. Strong affiliations with friends, ideals, or morals will strengthen as a sense of right vs. wrong is developed (McLeod, 2013). If approached in an incompetent manner, a skill addressed in the Industry vs Inferiority stage, the teen may come across social road blocks and upheavals that may hinder the ability to progress to the next stage, leaving them with identity confusion and plagued with insecurities. Erikson believed that the stages of development could not be successfully navigated without fulfilling each prior step (Santrock, 2014). In turn, and as further stages are transcended ineffectively, compounded insecurities can perpetrate disconnected relationships and missed intimate experiences (intimacy vs. isolation stage). Teens that are unable to feel confidence in their perceived self-expression may have a harder time connecting with peers on a romantic level (McLeod, 2013; Sales, 2016).

Present day identification is cautiously rolled out via blogs and webpages, filled with colorful pictures and ideas that help teens express themselves in various capacities and to feel out the acceptance of friends and peers. As maturity and self-discovery occurs, these pages and thoughts change as well. Sometimes the teen will look back at their posts and groan at how

immature it was to include certain sayings or pictures (Sales, 2016), but the process of self-identification is that awkward trial and error time. The use of the Internet to explore identification, however, can be formidable as verbiage and photos are permanent fixtures on the web, left for all to see whenever they want. Choices made in the Internet world are even more vitally important as pictures or words can be copied and saved forever. Those decisions can be indicative of choices made later on in life due to weighing of risk versus value, good versus bad, moral versus immoral, etc. (Santrock, 2014). Teens can either learn online lessons and safety the smart way (mentoring, research, understanding of the law) or they may discover the almost debilitating consequences that inappropriate file sharing may bring. The intent is for teenagers to have an understanding that bad choices now can inhibit the ability to fully self-identify and can affect later stages of development (Santrock, 2014).

Teenagers are especially vulnerable to making poor choices due to the nature of their psychological development (Clarke-Pearson & O’Keeffe, 2011; Sales, 2016). Child psychologist David Elkind proposed the theory of adolescent egocentrism constructed of the *imaginary audience* and the *personal fable* (Alberts, Elkind, & Ginsberg, 2007). Teens feel untouchable while implementing an internal story line that they decipher as personal and unique, feeling emotions that are more intense or excruciating than other teens (Alberts et al., 2007). This fable creates a cognitive risk-taking behavior that can be exacerbated by cyber-anonymity, creating an opportunity to explore online boundaries behind a faceless identity. The teen performs for an audience, one perceived to be watching their every move, with the intent to be accepted (Alberts et al., 2007; Sales, 2016). The ability to perform to a larger scale audience is seen on numerous SNS sites, like Instagram, where teens express angst or happiness in an effort to receive *likes* and thread comments (Sales, 2016). The risk-taking behavior is portrayed through risqué photos,

videos, and hashtags. Usually the more outrageous photo or statements receive the most feedback, creating a cycle of provocative picture taking and attention mongering (Sales, 2016).

Impact of Social Media on Cognitive Development

Although every generation is affected by technology in one aspect or another, the critical growth years during late childhood through teenage years sets the stage for later thinking and action. Before technology, children learned about communicative experiences and emotions through real life interactions with parents, peers and community (Parke & Gauvain, 2009; Santrock, 2014). Cognitive thinking, behavior and social development are areas of growth that are based on skills learned through observation, brain development, environment and peer relationships (Santrock, 2014). Self-identification and awareness begins to develop during these adolescent years and are important to the futuristic well-being of the child. Social networking is a relatively new area of exploration and research, and the chasm of direct impact on teenagers is just now being discovered (Allen, Evans, Hare, Mikami, & Szvedo, 2010; Reid & Boyer, 2013). Importance is increasing as technology is progressing quickly throughout the world. Recent discussions within the media and psychological circles regarding cell phone and SNS usage include: sexting, parent-child interactions, sleep disturbance, academic performance, and behavioral issues (Clarke-Pearson & O’Keeffe, 2011). Sleep interruption is an especially important side-effect of cell phone use, as teens tend to keep their phones on through the night to stay connected to friends. The blue light emitted from the screen has been found to keep melatonin from being released in the brain, keeping teens from feeling sleepy and continuing the cycle of late nights and later mornings (Kim, 2014). This in turn can affect the ability to retain new information, grogginess, and overuse of caffeinated drinks as a crutch (Kim, 2014). School

performance and grades may suffer as late night conversations are prioritized over homework assignments.

Puberty and adolescent transition from childhood to teenager are argued to be a volatile time, considering the changes in body, hormones and chemical make-up of the brain (McWhirter, McWhirter, McWhirter & McWhirter, 2007; Santrock, 2014). Researchers state that Internet usage and SNS can affect emotions and feelings of teenagers more directly than at other stages of life due to developing identification of oneself in relation with the rest of the world (Doornwaard, Bogt, Reitz, & Eijnden, 2015). However, 68% of surveyed teens (13-17 years old) in the United States report positive outcomes of social networking on their overall emotional state, while 41% report having at least one negative experience (Lenhart et al., 2010). Both sides can carry over to real life interactions, as reports of fighting and fear of school retribution are directly related to bad experiences on the Internet, while deepening of trust and friendship can occur during positive experiences (Lenhart et al., 2010). Continual newsfeed showing latest trends, hairstyles, fashion, and relationship status have teens constantly manipulating their social presence to keep up with the change. Teen boys are held to standards of masculinity, strength, and looking cool while girls are judged and awarded for pictures seen as sexy or *goals*, meaning perfection (Sales, 2016). Without understanding the general superficiality of photos or how they are staged, teens will continue to idealize and idolize an unreachable goal, breaking their self-esteem and confidence in the process.

Risks of social media. Social networking has a plethora of risks attached to its improper use. One of the more publicized actions recently is *sexting*, or sending sexually explicit photos or text messages, and catching the attention of big name media outlets like CNN, MSNBC, and BBC News. Sexting rings, like the one that occurred in Canon City, Colorado (Sales, 2016)

promote a sort of youth pornography and exploit nude pictures of fellow classmates, many times without consent. During an age of exploring one's self-identity, pushing boundaries may include imprinting *nudies* in cyber space and creating images that are permanently recorded. It is estimated that over 20% of American teens have sent or posted nude photos or videos of themselves (Clarke-Pearson & O'Keeffe, 2011). Pressure from same gendered friends sets the norm for a group mentality, which can pressure young teens into performing for the sake of fitting in with peers (O'Sullivan, 2014). It also highlights the anonymity factor that the Internet provides, creating a false sense of security when the person receiving the picture is unknown or unseen. The sender is not able to see their reactions upon receiving the picture or message and does not have to deal with the emotions of being rejected face to face (Sales, 2016; Margolin & Shapiro, 2014). Many teenagers assume the content will be kept secret and admit to sharing these pictures with friends and peers. Cases of harassment, bullying and, in extreme cases, suicide are directly linked to leaked pictures within teenage circles (Clarke-Pearson & O'Keeffe, 2011; O'Sullivan, 2014). Students need to be informed regarding state laws, as child-pornography charges may be faced if an individual is found to be sharing photos of underage classmates or peers (Hinduja & Patchin, 2015). It is also important for teens to understand the future consequences of their actions and affects it may have on their employability, college acceptance, and reputation. As social networking becomes more mainstreamed, colleges and companies around the world are turning to SNS as a way to communicate and market their product, as well as vet future employees or students. Information is endless online and can start with a name search, pulling up pictures and information posted that was not expected for the public to have access to (Lamb & Mullen, 2012; Sales, 2016).

Cyberbullying is an extremely detrimental risk when perusing SNS. According to stopbullying.gov, the online messaging forum presents a different type of bullying compared to offline bullying behaviors. Not only can the assailant continually harass the victim at all hours in the privacy of their own home, but information can be anonymously distributed to a wide audience, creating a scene and causing further emotional distress (U.S. Department of Health and Human Services [HHS], 2016b). The 2015 Youth Risk Behavior Surveillance Survey (YRBSS) represents a sample of public school students nationwide, in grades 9-12 in 36 different states. The YRBSS asked 89 questions ranging from personal behaviors (examples: wearing a helmet while riding a bicycle, drinking and driving) to embodying behaviors that promote violence (examples: being bullied or bullying on school property, carrying a gun). When questioned if students had been bullied electronically, 15.5% indicated they had been bullied during the 12 months before the survey (Brener et al., 2016). The survey also indicated that female students (21.7%) were more likely to have been bullied online than males (9.7%). Electronic bullying is defined as any harassing messaging or threats received through “e-mail, chat rooms, instant messaging, websites, or texting” (Brener et al., 2016, p. 10). The survey also questioned the amount of time students spent on the computer playing games or for something not school related. Approximately 41% of students reported spending 3 or more hours per average school day on a computer, a significant increase from the same question in 2009 (24.9%).

Much of what is seen on SNS plays into relationships and teens begin acting out what they perceive as the perfect couple (Sales, 2016). Romantic relationships and dating experiences tend to be fairly new for older adolescents and teens. Expectations and feelings for what a relationship is supposed to be like are quickly being developed off what they see on SNS accounts like Instagram and Facebook (Sales, 2016). With the entrance of the Internet, entire

sites are dedicated to teenager quotes and pictures defining the perfect relationship. Sales interviewed a group of 13 year old girls and asked about what dating means to them, to which the reply was “Dating now is just to hook up and take selfies” (Sales, 2016, p. 75) and “Dating is just for other people to know that you’re dating... like kissing photos... people put pictures of themselves with their boyfriend on Snapchat” (Sales, 2016, p. 74). Furthermore, mobile apps aimed at teens are spin-offs from adult dating sites, such as Friend Finder or Tinder (Sales, 2016). For example, Skout and Blendr are aimed at 13-17 year olds and can be used to locate potential relationships or hook-ups in the seekers close vicinity (O’Sullivan, 2014). Although apps may provide online privacy components, many teenagers choose to disable or ignore this caution, taking an unhealthy risk in displaying private details in order to find potential hook-ups or relationships (O’Sullivan, 2014).

Benefits of social media. However, despite the risks of SNS, the ubiquitous nature of the Internet and online communication continues to gain popularity and can be as much of a blessing as a curse. It provides a chance to connect with people from all over the globe with same interests, creates a bridge to different cultures and backgrounds, and is hugely beneficial to connect volunteers and donors for charity causes (Fairall et al., 2012; Neimer, 2012). The very nature of its far-reaching ability opens up an entire world of information and idea sharing.

Teens, specifically, are huge benefactors from such a social age when trying to find connectedness with like-minded people involving spiritual concerns, hobby-oriented trades, and professional interests (Strom & Strom, 2012). Many of their offline pursuits are accomplished online as they seek out the ability to stay connected with friends through picture sharing or blogging about daily events in their life (Clarke-Pearson & O’Keeffe, 2011). The ability to share one moment with multiple friends with a singular upload makes communications quicker and

more efficient than making a phone call to each individual. It also allows them to keep up with their own friend's lives, quickly scrolling through their newsfeed to latest updates on friends who may live across the country. This is one of the reasons teens ages 13 to 17 are getting online so frequently, 92% reporting they get online daily while 24% of them use the Internet on a consistent basis (Lenhart & Page, 2015).

Learning opportunities are greatly enhanced with social media, allowing teens to gather outside of the classroom and share ideas about assignments or research projects (Clarke-Pearson & O'Keeffe, 2011). Popular free podcasts and web videos, like TED: Ideas worth spreading, showcase the quickness by which an idea can be spread. Topics that range from things like parasites to buying happiness are discussed and expounded upon by various presenters to help create a worldwide community of share interests (TED, 2016). The State of Alaska library system is online and allows for the public to download audio or eBooks using their unique library identifying number. Access like this is at the fingertips of teens through their computer, smart phone or tablet devices. Questions can be posed by teachers in online discussion boards regarding topics covered in books, articles or videos found online, further enhancing the ability to explore and think outside of classroom walls.

Social media also opens the door for volunteer and philanthropy based opportunities to be shared and taken advantage of. Teens looking for resume building hours or volunteering efforts can scan Facebook pages or Twitter feeds dedicated to local food banks, humane societies or other charitable organizations and get involved (Clarke-Pearson & O'Keeffe, 2011). Community engagement and opportunities are lumped together in a more searchable fashion online, allowing for explorations to provide sites of interest and enjoyment. Resources like LinkedIn allow teens to create professional online profiles that other members can view and use to build resumes and

job search throughout the country and world. Opportunities to connect with others in industries of interest, like photography or fashion design, can lead to lucrative connections when searching for internships or careers.

Health information is also more easily accessible and a plethora of information can be researched in areas of sex education, sexually transmitted diseases, stress reduction and various other topics (Clarke-Pearson & O’Keeffe, 2011). Teens with chronic health diseases may turn to social media as a way to express their emotions and pose questions to sites specifically created for those with the same disease, sharing experiences and information. They may also ask questions they are too scared or shy to ask parents or doctors, allowing them to process emotions and gain strength to take the next step. It is important, however, that teens are aware of the difference between reliable resources and information interpretation (Clarke-Pearson & O’Keeffe, 2011). SNS and websites are not intended to take over for doctors but rather help facilitate research and information to get conversations started.

Safe Media Practices Point of Contact (POC)

According to the Bureau of Labor Statistics, 89.3% of families with children had at least one employed parent in 2015, while both parents worked in about 60.6% of married families (U.S. Department of Labor, Bureau of Labor Statistics [BLS], 2016). In 2013, it was reported that high school students were spending up to 3.5 hours a day alone (U.S. Department of Health and Human Services [HHS], 2016a), leaving ample time for unsupervised online use. Some teens rarely have serious sit-down discussions with parents due to work obligations, socializing or absentee parenting. This can factor into communication breakdown regarding parental expectations and making smart choices, leaving teenagers to pick and choose their own rules in regards to online use and SNS (Shin & Ismail, 2014). Peer mediation and societal pressures also

can lead to poor critical thinking and instead students make choices based on wants and instant gratification (Ismail & Shin, 2014). Without understanding proper netiquette or having the correct conversations with parents or other adults in authority, poor choices are more likely to be made.

The social factor of the Internet is hugely rewarding when used correctly and school counselors can be a wealth of information in this area. Schools are looked upon as a guidance tool for parents and the partnership plays a huge role in keeping kids safe, both on and offline (O'Donnell et al., 2013). A single *point of contact* ensures the parent or concerned adult can go directly to a knowledgeable source of online information within the school building. Recent anti-bullying legislation passed in some states requires school personnel to be trained in anti-bullying curriculum and learn how to address incidents (O'Donnell et al., 2013) but a POC would address questions, present curriculum and provide Internet safety resources to both students and parents. Their ability to collaborate with resources outside of the school setting brings information to the school as well (Johnson, 2011). It is possible to mitigate misuse and ignorance by creating an open dialogue between teen users and mentors, specifically counselors in the school setting. Connection and protection are not polar opposites as open dialogue about safe practices and oversight can help eliminate the chances of inappropriate content (Neimer, 2012). The position a counselor holds in the high school setting allows them to be conversational with parents on both the academic and emotional level. As more and more teens get smart phones and access to SNS during school hours, it is important to have a grasp on issues that may arise from technology use.

Schools throughout the U.S. have implemented rules and regulations within their school policy in regards to technology on school grounds and what are acceptable Internet practices in the classroom (Johnson, 2011; O'Donnell et al., 2013). For example, The Fairbanks North Star

Borough School District (FNSBSD) implemented a mobile learning device policy (FNSBSD School Board Policy, 2016) which acknowledges that students bring their personal mobile devices into the school and that they have educational value when used correctly (FNSBSD School Board Policy, 2016). Each building administrator has the authority “to establish appropriate student use of mobile learning devices in the school” (FNSBSD School Board Policy, 2016, p. 804) and prohibited content is spelled out clearly regarding illicit usage. This implementation only works as well as the teachers and administration enforcing it. School counselors are in a position to reach a large number of students in a fairly flexible schedule (school assemblies, classroom presentations, one-on-one discussions), and therefore can further discuss school policies and appropriate device use.

School counselors are an important connection between students and their parents in time of school crisis or concern. If connections are not forged on a common platform, opportunities may be missed when it comes to teen interactions on and offline. However, the American School Counselor Association (ASCA) Ethical Standards for a school counselor states that school counselors should “avoid dual relationships with students through communication mediums such as social networking sites” (ASCA, 2016, A.4.c). Proper relationships with students do not include sharing personal information, violating school and professional boundaries, or forming dual relationships as a friend and counselor (Lamb & Mullen, 2012). Social media, when used correctly, can be utilized as an information or sharing tool in a school setting and can reach both student and parents. A counselor may be able to post items such as scholarly articles, advocacy links within the community, testing dates, or financial aid deadlines. Push notifications, or messages that come through a phone when a user signs up for the service, can send reminders about senior-parent meetings or scholarship deadlines. Several apps, such as Remind or

Dropbox, create an online forum for sharing information quickly with a specific group of people. This advocacy of positive technological resources aligns with the counselor's duty to advocate and mentor on the behalf of society and its trends (ASCA, 2016; Johnson, 2011).

Social media can also be used as a counseling tool for students who yearn for connectedness with peers within a certain community such as Lesbian Gay Bisexual and Transgender (LGBT), survivors of abuse, or those within a certain race and culture. Potential benefits of becoming involved with groups include self-identification, expansion of ideas outside of close social circles, and sharing expressive thoughts in a relatively safe environment of like-thinkers (Clarke-Pearson & O'Keeffe, 2011). School Counselors can create a safe haven for teenagers to talk about their questions and give them ideas about where to find online resources or blogs to give them further perspective.

Internet Safety Resources

There is a plethora of Internet safety resources in the recesses of the Internet but it can be a challenge to find properly researched resources and studies. Common Sense Media (n.d.) created a pdf resource for parents and students to discuss pressures teens may see when involved with SNS and how to handle peer pressure. The article "Send me a Nudie, Promise Not to Share?" (see Appendix B) can be a useful tool to have in the resource center as a starting point for kids who are not sure how to approach the subject (Common Sense Media, n.d.). Other notable sites include stopbullying.gov, NCPC.org and commonsensemedia.org, which also include cyber smart curricula links for use in schools. There are resources for both the schools looking to adopt a curricula as well as students/parents looking for more information regarding basic Internet advice. There are many different lesson plans and curricula to choose from and the POC could help define the intent of the program based on the school policy and where the scope

is focused. This also includes the collaboration effort with parents and the role they hold in the instrumenting online safety practices at home. The POC and parents can work on a small scale through one on one counseling or form a committee with several community members to address problems district wide (O'Donnell et al., 2013). The ability to reach a larger number of kids is addressed with a larger task force and the school has to commit time and resources to form an alliance that can affect change.

Application

The information brought forth from this research project has been utilized to create an in-service presentation for school administration and staff, a presentation at a professional conference, and/or a parent-student night as an informational resource (see Appendix A). The audience is varied in its regard to appeal on many different levels, as social media affects all types of backgrounds and ideals. The message is a universal one regarding online safety and SNS protocol and will promote resource sharing, contacts within the school for any future questions, and lay-out a fundamental effort between the counseling office and parents to promote proper netiquette for teens. Teachers and support staff need to understand resources available to them through the counseling center if they run into concerns or rumors concerning SNS use or content. Websites, local organizations and resources have been compiled in a handout, like the one in Appendix B (Common Sense Media, n.d.) for presentation participants. Other counselors can gain knowledge and ideas to bring to their own schools in regards to classroom presentations or in-services. Parents and students may hear the information at a “welcome to high school” seminar for 8th graders or freshmen, or during an advisory period or student/parent informational evening. It is important a community is created in order to support the child and support them in making good online choices and behaviors (Schneider, Smith, & O'Donnell, 2013).

Conclusion

Much of communication today takes place over telephone, computer or wireless technology (Clarke-Pearson & O’Keeffe, 2011; Vanderhoven, Schellens, & Valcke, 2014). Social networking has grown and will continue to grow in the years to come, and thus it is important that teenagers understand the danger that comes with the reward of constant connectedness. The ability to critically analyze a situation and understand the risks or rewards will enforce a more responsible use of online and social technology. Providing resources and information can give teens the tools they need to feel accepted and safe from outside pressures. Providing a point of contact within the school building can further enhance feelings of support and strength during particularly confusing times. Although all staff and faculty should understand the dangers and rules of online use, it is important they have someone who can further emphasize information and resource applicability. Classroom presentations, after school meetings and informing staff and administration about findings can create a cooperative environment for the child to continue informed usage of social networking and texting communication. Continuing cooperation with both parents and students keeps the process working from the home front as well, helping alleviate incidents in both the home and school. Schools should explore curricula options as well as resource development within the administration to speak more fluently on SNS and general Internet safety. The expanded dedication to general technology usage, especially exploring the idea of a POC, can effectively inform concerned parents to feel confident in their own parenting and rules.

References

- American School Counselor Association. (2016) *Ethical standards for school counselors*.
Alexandria, VA: Author. Retrieved June 06, 2016 from
<https://wvde.state.wv.us/institutional/Counselors/ASCAEthicalStandards.pdf>
- Alberts, A., Elkind, D., & Ginsberg, S. (2007). The personal fable and risk-taking in early adolescence. *Journal of Youth Adolescence*, 36, 71-76.
- Allen, J. P., Evans, M. A., Hare, A. L., Mikami, A. Y., & Szewedo, D. E. (2010). Adolescent peer relationships and behavior problems predict young adults' communication on social networking websites. *Developmental Psychology*, 46(1), 46-56.
- Brener, N., Chyens, D., Flint, K.H., Harris, W.A., Hawkins, J., Kann, L.,...Zaza, S. (2016). Youth risk behavior surveillance – United states, 2015. Retrieved from
http://www.cdc.gov/healthyyouth/data/yrbs/pdf/2015/ss6506_updated.pdf
- Clarke-Pearson, K., & O'Keeffe, G.S. (2011). Clinical report – the impact of social media on children, adolescents, and families. *Pediatrics*, 127(4), 800-804.
- Common Sense Education. (n.d.). Send me a nudie, promise not to share? Retrieved June 25, 2016 from www.common sense media.org/educators
- Common Sense Media. (2012). Social media, social life: How teens view their digital lives.
Retrieved from <https://www.common sense media.org/research/social-media-social-life-how-teens-view-their-digital-lives>
- Dredge, R., Gleeson, J. F. M., & Garcia, X. D. L. P. (2014). Risk factors associated with impact severity of cyberbullying victimization: A qualitative study of adolescent online social networking. *Cyberpsychology, Behavior, and Social Networking*. 17(5), 287-291.

- Doornwaard, S. M., Bogt T. F. M., Reitz, E., & Eijnden R. J. J. M. (2015). Sex-related online behaviors, perceived peer norms and adolescents' experience with sexual behavior: Testing an integrative model. *PLoS ONE*, *10*(6), 1-18.
- Fairbanks North Star Borough School District. (2016). School board policy (chapter 8), 800-811.2. Retrieved from <http://www.k12northstar.org/Page/2662>
- Fairall, J. M., Luxton, D.D., & June, J.D. (2012) Social media and suicide: A public health perspective. *American Journal of Public Health*, *102*(2), 195-200. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3477910>
- Faris, R. W., & Underwood, M. K. (2015, October 6). Being 13: Perils lurking on social media. Retrieved from <http://www.cnn.com/2015/10/05/opinions/underwood-faris-being-thirteen-lurking-social-media/>
- Heekeren, H. R., Meshi, D., & Morawetz, C. (2013) Nucleus accumbens response to gains in reputation for the self relative to gains for others predicts social media use. *Frontiers in Human Neuroscience*, *7*(439), 1-11.
- Henderson, D.A., & Thompson, C. L. (2011). *Counseling children* (8th ed.). San Francisco, CA: Brooks/Cole.
- Hinduja, S., & Patchin J. W. (2015). State sexting laws: A brief review of state sexting and revenge porn laws and policies. Retrieved from <http://cyberbullying.org/state-sexting-laws.pdf>
- Ismail & Shin (2014). Exploring the role of parents and peers in young adolescents' risk taking on social networking sites. *Cyberpsychology, Behavior, and Social Networking*, *17*(9), 578-583.

Johnson, L. D. (2011). Counselors and cyberbullying: Guidelines for prevention, intervention, and counseling. Retrieved from

http://counselingoutfitters.com/vistas/vistas11/Article_63.pdf

Kim, M. (2014, September 1). Blue light from electronics disturbs sleep, especially for teenagers. Retrieved from https://www.washingtonpost.com/national/health-science/blue-light-from-electronics-disturbs-sleep-especially-for-teenagers/2014/08/29/3edd2726-27a7-11e4-958c-268a320a60ce_story.html

Lamb, C., & Mullen, P. (2012, May 1). The brave new world of social media. Retrieved from <https://www.schoolcounselor.org/magazine/blogs/may-june-2012/the-brave-new-world-of-social-media>

Leiden Psychology. (2013, May 9). 'Facebook depression?' The influence of social media on adolescents [Web blog post]. Retrieved from <http://www.leidenpsychologyblog.nl/articles/facebook-depression-the-influence-of-social-media-on-adolescents>

Lenhart, A., & Page, D. (2015). Teens, social media & technology overview 2015; Smartphones facilitate shifts in communication landscape for teens. Retrieved from <http://www.pewInternet.org/2015/04/09/teens-social-media-technology-2015>.

Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K. (2010). Social media and young adults. Retrieved March 15, 2016 from <http://www.pewInternet.org/2010/02/03/social-media-and-young-adults/>

Margolin, G., & Shapiro, L.A.S. (2014) Growing up wire: Social networking sites and adolescent psychosocial development. *Clinical Child & Family Psychology Review*, 17, 1-18.

Megan Meier Foundation. (2016). Be the change, stop bullying & cyberbullying. Retrieved July 22, 2016 from <http://www.meganmeierfoundation.org/megans-story.html>

McLeod, S. (2013). Erik Erikson. Retrieved July 2, 2016 from <http://www.simplypsychology.org/erik-erikson.html>

McLeod, S. (2014). Lev Vygotsky. Retrieved July 2, 2016 from <http://www.simplypsychology.org/vygotsky.html>

McWhirter, J. J., McWhirter, B. T., McWhirter, E. H., & McWhirter, R. J. (2007). *At risk youth* (4th ed.). San Francisco, CA: Brooks/Cole.

Neimer, E. (2012, August 16) Teenagers and social media: How to connect with – and protect- your kids online. Retrieved from <http://www.alive.com/family/teenagers-and-social-media/>

O'Donnell, L., Schneider, S.K., & Smith, E., (2013) Social media and cyberbullying; Implementation of school-based prevention efforts and implications for social media approaches. Retrieved July 22, 2016 from http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/Social_Media_and_Cyberbullying_FinalReport-EDC_0.pdf

O'Sullivan, L. F. (2014). Linking online sexual activities to health outcomes among teens. In E.S. Lefkowitz & S. A. Vasilenko (Eds.), *Positive and Negative Outcomes of Sexual Behaviors. New Directions for Child and Adolescent Development, 144*, 37-51.

Parke, R. D., & Gauvain, M. (2009) *Child psychology: A contemporary viewpoint* (7th ed.). New York: McGraw-Hill.

Reid, G. G., & Boyer, W. (2013). Social network sites and young adolescent identity development. *Childhood Education, 89*(4), 243-253.

Sales, N. J. (2016). *American girls: Social media and the secret lives of teenagers*. New York:

Alfred A. Knopf.

Santrock, J. W. (2014). *Adolescence* (15th ed.) New York: McGraw-Hill.

Schneider, S.K., Smith, E., & O'Donnell, L. (2013) Social media and cyberbullying;

Implementation of school-based prevention efforts and implications for social media approaches. Retrieved July 22, 2016 from

http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/Social_Media_and_Cyberbullying_FinalReport-EDC_0.pdf

Shin, W., & Ismail, N. (2014). Exploring the role of parents and peers in young adolescents' risk taking on social networking sites. *Cyberpsychology, Behavior, and Social Networking*, 17(9), 578-583.

Steinhauer, J. (2008, November 26). Verdict in myspace suicide case. Retrieved from

https://www.nytimes.com/2008/11/27/us/27myspace.html?_r=0

Strom, P., & Strom R. (2012). Growing up with social networks and online communities.

Retrieved July 22, 2016 from www.eddigest.com

TED. (2016, July 6). About ted. Retrieved from <http://www.ted.com/>

Todd, A. [TheSomebodytoknow]. (2012, September 7). *My story: Struggling, bullying, suicide, self harm*. (YouTube). Retrieved from <https://www.youtube.com/watch?v=vOHXGNxE7E>

U.S. Department of Education, National Center for Education Statistics [NCES]. (2010).

Documentation for the 2007-08 schools and staffing survey (Report No. NCES 2010-332). Retrieved from https://nces.ed.gov/pubs2010/2010332_1.pdf

U.S. Department of Education, U.S. Department of Justice, Office of Justice Programs [JP]

(2013). Indicators of school crime and safety: 2013 (Report No. NCES 2013-042).

Retrieved from <http://nces.ed.gov/pubs2014/2014042.pdf>

U.S. Department of Health and Human Services [HHS]. (2016a). How U.S. high school students spend their time each day. Retrieved from <http://www.hhs.gov/ash/oah/adolescent-health-topics/americas-adolescents/day.html#>

U.S. Department of Health and Human Services [HHS]. (2016b). What is cyberbullying.

Retrieved from <http://www.stopbullying.gov/cyberbullying/what-is-it/index.html>

U.S. Department of Labor, Bureau of Labor Statistics [BLS]. (2016). Employment characteristics of families – 2015 (Report No. USDL-16-0795). Retrieved from

<http://www.bls.gov/news.release/pdf/famee.pdf>

Vanderhoven, E., Schellens, T., & Valcke, M. (2014). Educating teens about the risks on social network sites. An intervention study in secondary education. *Media Education Research Journal*, 43(22), 123-131.

Appendix A



Title page, introduce the topic: the internet is a tool used by the majority of high school students today. It is also a dangerous trap, something that could affect student's lives both during and after high school. It is important to know the facts and where to obtain help or resources as needed. Address the subject of the presentation, point of contact, parent involvement and resources to help share facts and information.



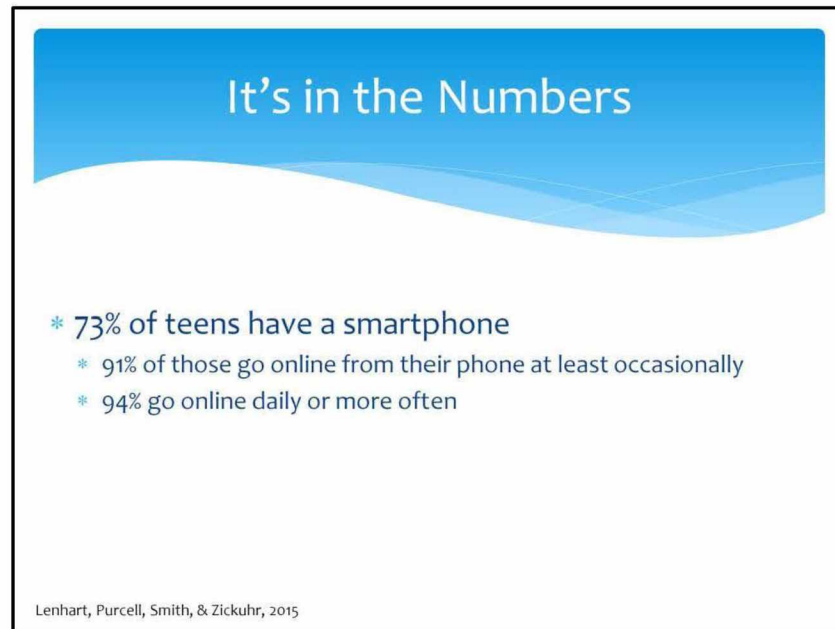
What is a Social Networking site?

- * Online platforms that allow for communication and idea sharing with others
- * Some popular teen apps are Facebook; Instagram; Twitter; MySpace; Snapchat; Blogs; online forums; YouTube.
- * Accessible via computer; smartphone; tablets

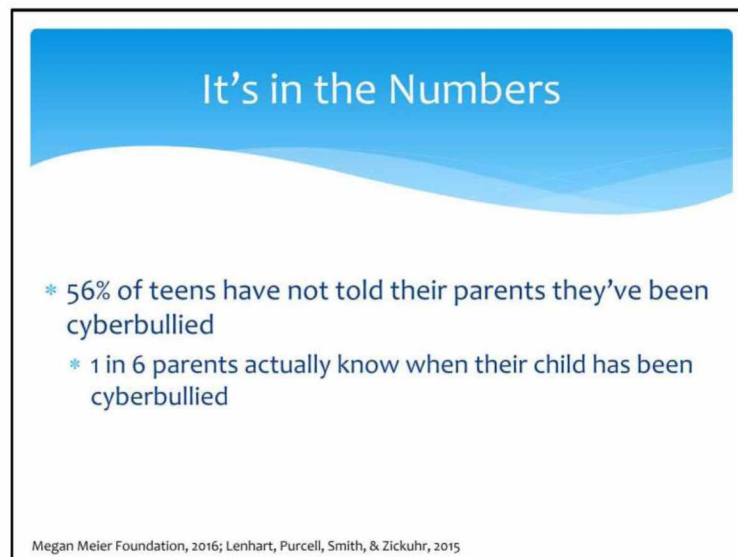
Social networking is an easily accessible form of communication on several levels. A single conversation can be had throughout the entire day by tweeting hashtags or tagging friends from across the world. Information is more easily obtained, ideas are discussed within minutes, and new friendships can be forged by friending a stranger 2,000 miles away with similar tastes. Powerful, yet unyielding and it's important to understand vulnerabilities associated with it.



According to Lenhart, the reality of connectedness is strong. Think about your child (or friend/cousin/student/etc.) and how many times you see them messing with their phone, distracted from a live conversation going on in front of them. Adults can be just as bad and sometimes neither realize the impact they are playing on each other.



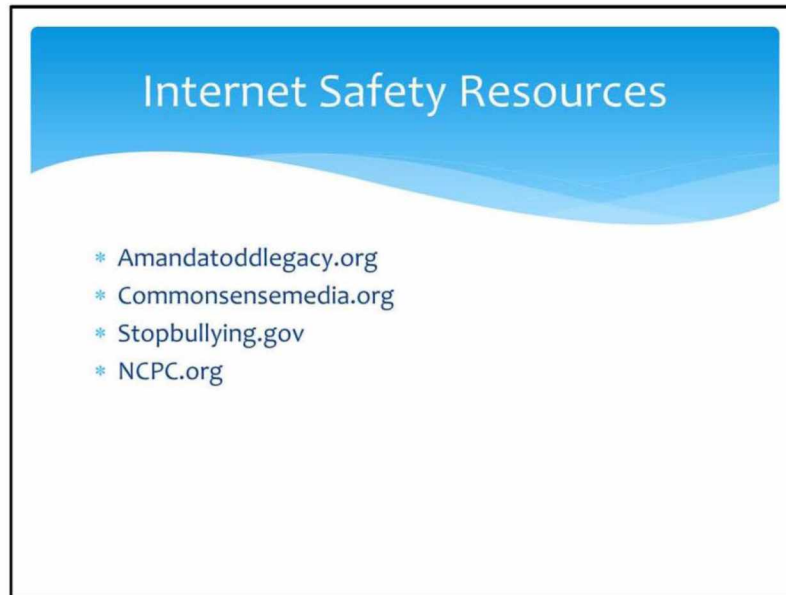
Lenhart addresses constant connectedness and how the device in the palm of teen's hand leaves little time for influences outside the screen. Most of the information being learned is unchecked/unmonitored.



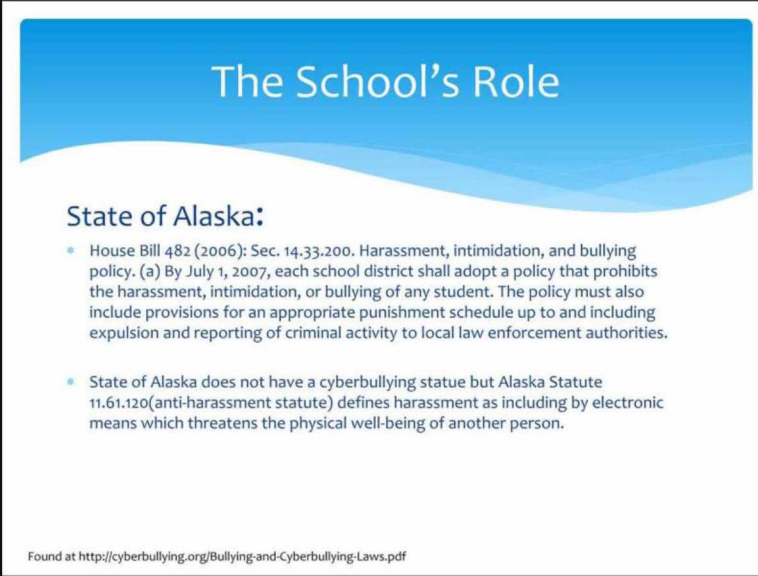
Lenhart states that teens having felt bullied, harassed, intimidated, and experienced other negative aspects on a SNS. They usually do not tell parents and keep it hidden for shame, embarrassment or other reasons. It can escalate very quickly unless knowledge of support or resources are known.



Amanda Todd's story is a fairly graphic 9 minute clip found on YouTube entitled "My story: Struggling, bullying, suicide, self harm". Her mother has since begun a non-profit organization at amandatoddlegacy.org. The mission is to raise awareness about internet safety and bullying.



Amandatoddlegacy.org, as described in slide above. Common Sense media is a resource for parents and students alike and a pdf from their internet resource site is included as a handout for this presentation. Stop bullying is a government run site with several links giving further information on subjects like SNS, cyberbullying, resource development, etc. The National Crime Prevention council also created a site with several online safety programs and events linked for parents and community advocates.



The School's Role

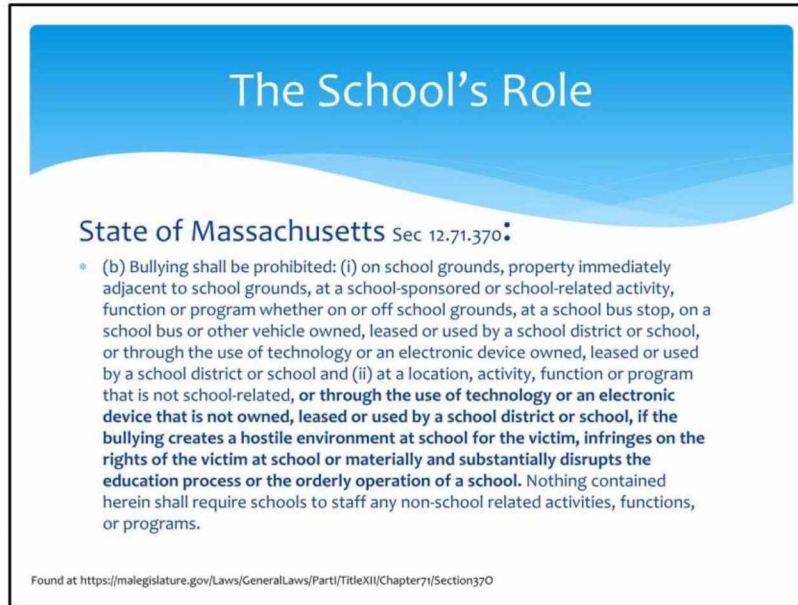
State of Alaska:

- House Bill 482 (2006): Sec. 14.33.200. Harassment, intimidation, and bullying policy. (a) By July 1, 2007, each school district shall adopt a policy that prohibits the harassment, intimidation, or bullying of any student. The policy must also include provisions for an appropriate punishment schedule up to and including expulsion and reporting of criminal activity to local law enforcement authorities.
- State of Alaska does not have a cyberbullying statute but Alaska Statute 11.61.120(anti-harassment statute) defines harassment as including by electronic means which threatens the physical well-being of another person.

Found at <http://cyberbullying.org/Bullying-and-Cyberbullying-Laws.pdf>

Example of one of the more thorough public schools anti-bullying enactments through the legislature.

The state of Alaska does not currently have progressive laws enforcing anti-cyberbullying.



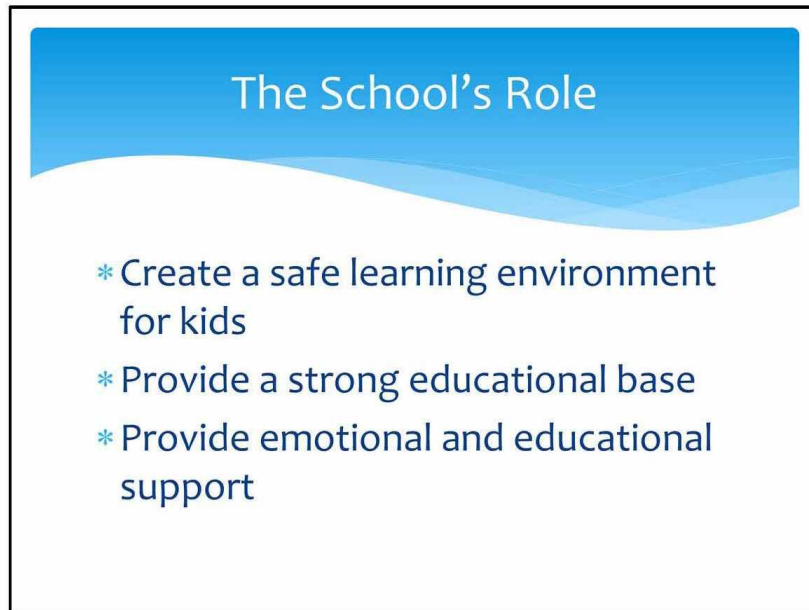
The School's Role

State of Massachusetts Sec 12.71.370:

- (b) Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, **or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.** Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

Found at <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section370>

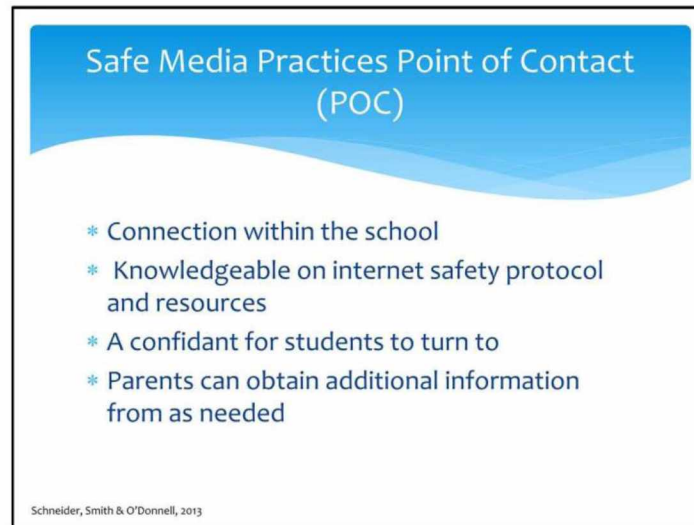
Massachusetts has one of the more progressive anti-bullying legislations.



The School's Role

- * Create a safe learning environment for kids
- * Provide a strong educational base
- * Provide emotional and educational support

School's need to start taking a stance on cyberbullying due to the detrimental effect it has on the school environment as well as the fact that it might disrupt learning processes while threatening student's feelings of safety (Schneider, Smith, & O'Donnell, 2013). What if a student is told something online the night before school and he doesn't know what to do? Who can he turn to provide help?



A presentation slide titled "Safe Media Practices Point of Contact (POC)". The title is in white text on a blue background with a wavy bottom edge. Below the title, there is a bulleted list of four points. At the bottom left, there is a small citation: "Schneider, Smith & O'Donnell, 2013".

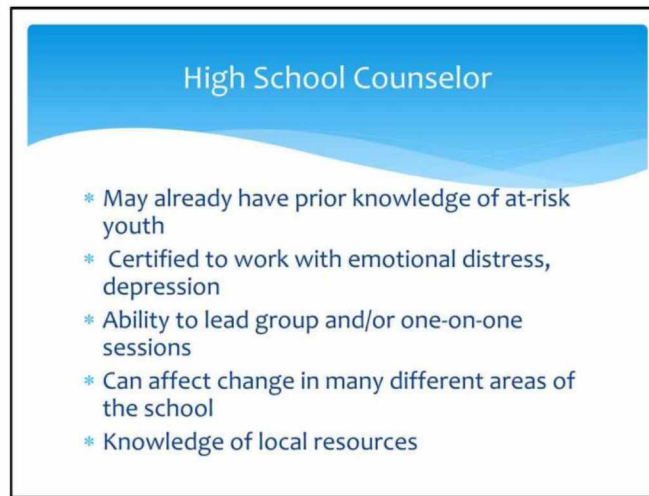
Safe Media Practices Point of Contact (POC)

- * Connection within the school
- * Knowledgeable on internet safety protocol and resources
- * A confidant for students to turn to
- * Parents can obtain additional information from as needed

Schneider, Smith & O'Donnell, 2013

A provider within the school system, someone who has been trained or has in-depth understanding of social media and online practices. They need to have the ability to connect and provide a safe environment for information sharing and gathering. Someone to stay current on online strategies and how to help bring them into the school system and also incorporate the positive side of digital use.

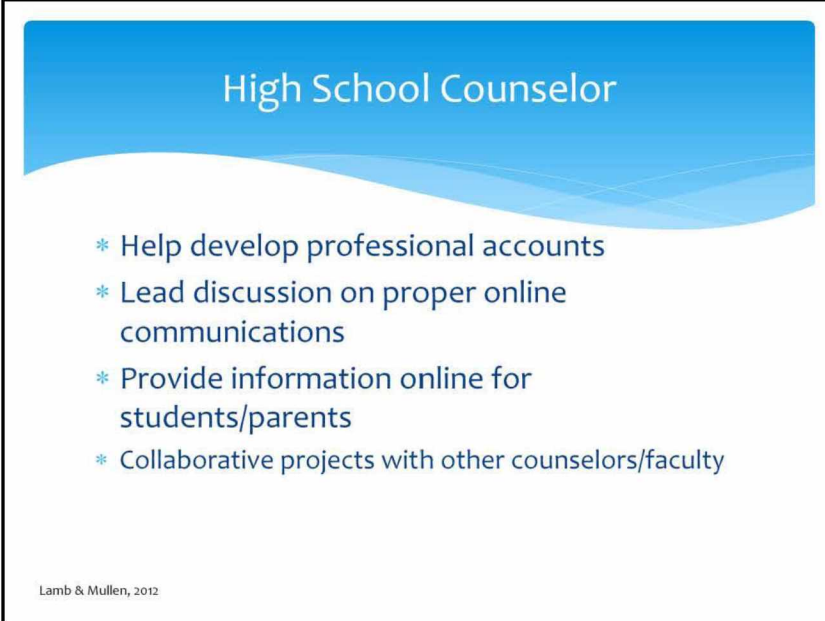
"Stronger linkages between parents and schools would provide parents with increased support and technical knowledge to carry out monitoring and rule-setting to reduce negative online interactions taking place outside of the school, essential to reducing the incidence of cyberbullying and the burden on the schools to respond" (Schneider, Smith & O'Donnell, 2013, p. 25).



High School Counselor

- * May already have prior knowledge of at-risk youth
- * Certified to work with emotional distress, depression
- * Ability to lead group and/or one-on-one sessions
- * Can affect change in many different areas of the school
- * Knowledge of local resources

A school counselor is a resource with emotional credibility for the students already. They are somewhat fluid in their daily tasks and job roles and have the ability to be active from both a student and administrative vantage point.

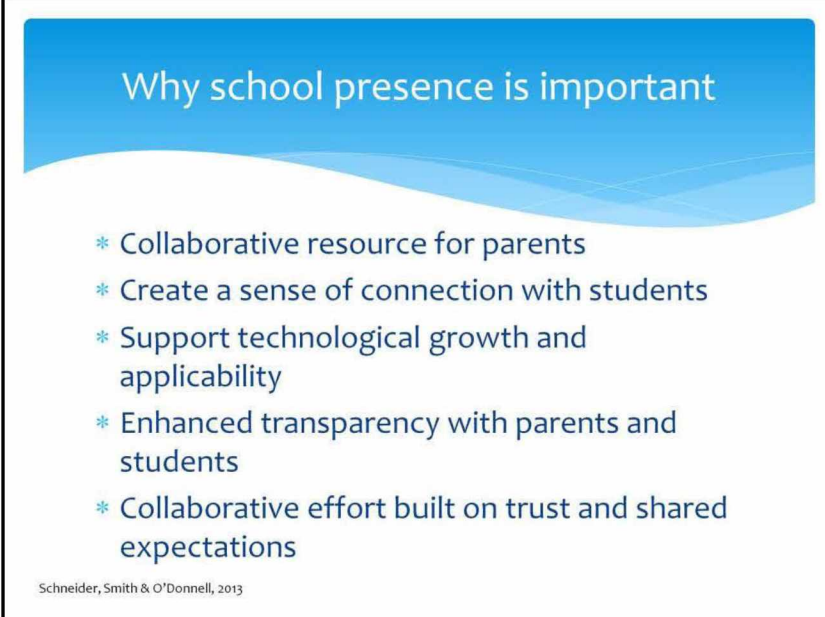


High School Counselor

- * Help develop professional accounts
- * Lead discussion on proper online communications
- * Provide information online for students/parents
- * Collaborative projects with other counselors/faculty

Lamb & Mullen, 2012

High school counselors should align their own social media presence with school district policies. They have the ability to relay information to other teachers/staff as requested. HS counselors should also implement their own online presence as one for modeling by students and share resources that way (college, tech schools, apprenticeships, etc.) (Johnson, 2011).



Why school presence is important

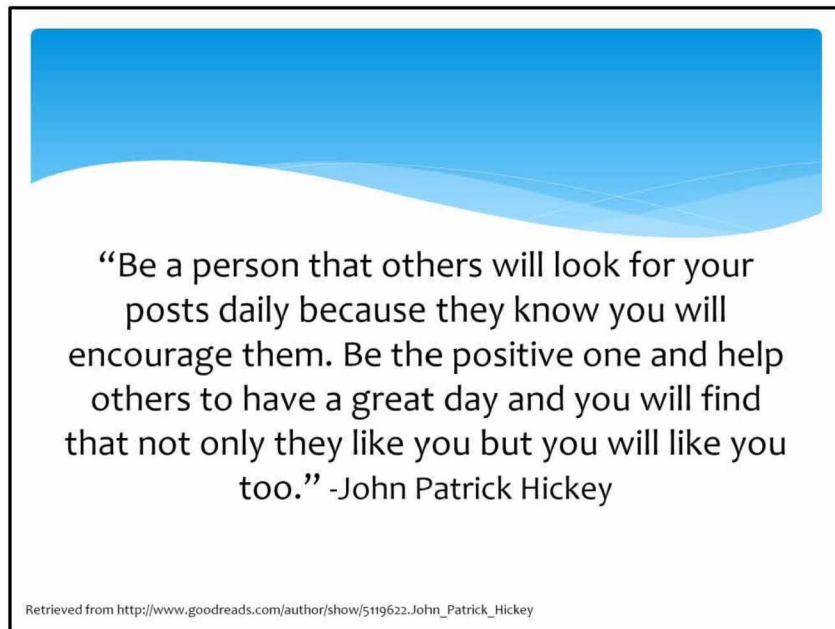
- * Collaborative resource for parents
- * Create a sense of connection with students
- * Support technological growth and applicability
- * Enhanced transparency with parents and students
- * Collaborative effort built on trust and shared expectations

Schneider, Smith & O'Donnell, 2013

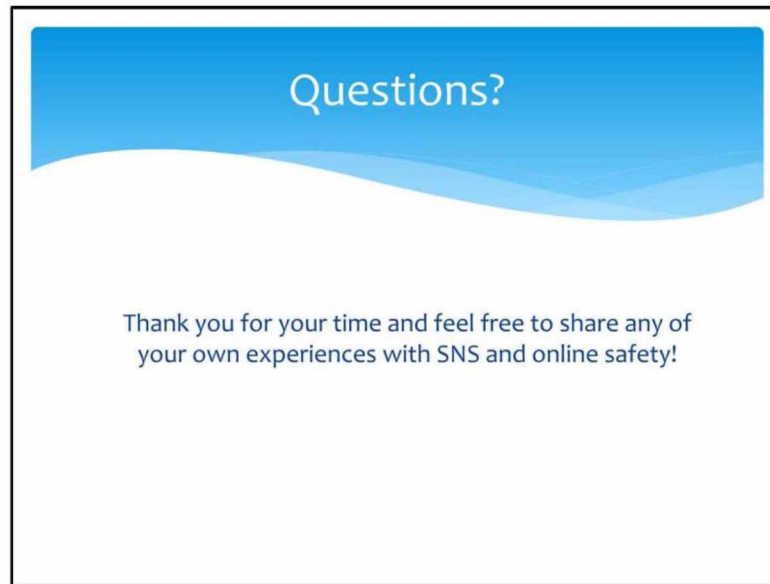
Compulsive internet use is associated with neglecting of other areas of life, including school work and sleep (Espinoza and Juvonen, 2011). The effects, both socially and physically, impact the schools in areas they should be cognizant of.

Parents are concerned with their child's well-being and are not fully aware of all avenues in which a child can be attacked (changing technology, applications). They are having a hard time "keeping up" with changes. They are worried about impulse control and full understanding of digital footprints (Schneider, Smith, & O'Donnell, 2013).

It is important the school continually shares expectations of their social media usage, both in and out of school, including: homework assignments, sports trip schedules, unexpected school closure announcements, etc.



It is important schools acknowledge social media use in society and understand the effects it can have on the students. They should learn how they can be prepared for those effects and who can be that engaged school official, or POC, to help forge a path for both parents, students, and faculty. In the end it's about encouraging students to be positive in posts and understanding that decisions made do affect them.



Does anyone have any questions or need further clarification on any of the points discussed? What have your own experiences been with internet safety and online resources? Are there any other good resources to share with the group?

REFERENCES

- Lamb, C. & Mullen, P. (May 1, 2012). The brave new world of social media. Retrieved from <https://www.schoolcounselor.org/magazine/blogs/may-june-2012/the-brave-new-world-of-social-media>
- Megan Meier Foundation (2016). Be the change, stop bullying & cyberbullying. Retrieved July 22, 2016 from <http://www.meganmeierfoundation.org/megans-story.html>
- O'Donnell, L., Schneider, S.K., & Smith, E. (2013) Social media and cyberbullying: Implementation of school-based prevention efforts and implications for social media approaches. Retrieved July 22, 2016 from http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/Social_Media_and_Cyberbullying_FinalReport-EDC_o.pdf
- Todd, A. [TheSomebodytoknow]. (2012, September 7). My story: struggling, bullying, suicide, self harm. (YouTube) Retrieved from <https://www.youtube.com/watch?v=VHXGNx-E7E>

Appendix B

Send me a nudie? ;)...

Promise not to share?



"Send me a naked pic? ;) ..." "Promise not to share?"

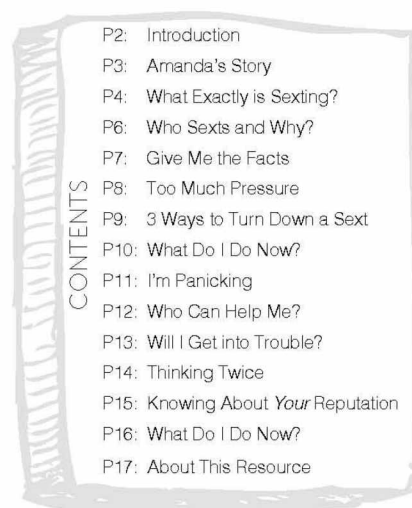
Ok . . . So if you picked this up, it's likely that you already know something about sexting. Perhaps you're thinking about sending out an image of yourself or you're thinking of asking someone to send you a picture. Or maybe you've already sent or shared something that you're now regretting. Maybe you know someone else who has and you are looking for resources to help.

We've all done something that we later regretted . . . No one is perfect; we've all done something that we've later realized wasn't the greatest idea, especially online. And we've all undoubtedly heard stories about posts that have gone bad or have sprouted wings of their own and got out of control. So if you're feeling alone, we want to start by letting you know that you're not.

We wrote this handbook for teens because we know that sexting can be a hard topic to navigate, plus, adults are panicking about teens' sexting. So what's the big deal? Some teens think sexting is horrible, stupid, and sure to ruin your future. Others don't get what the fuss is all about. So which is it -- **and what do you really need to know about sexting?**

Read on and you will discover:

- What others have done when faced with the **decision** to engage in sexting
- How the technology works and what the actual **risks** are
- What steps you can take to gain back some **control** over a situation that feels out of control
- Whether your **fears** of getting into trouble are realistic
- The **impact** on your future and what you can do about it
- How to get **support** and **advice** from organizations that are there to help with just this sort of issue



Look, you don't have to read this whole thing, but it does help to browse each section to get a really **good understanding of how and why sexting can be problematic**. The more knowledgeable you are, the better decisions you are going to make for yourself (and the better advice you'll be able to give to a friend).

© 2015 Common Sense Media, Inc. / www.commonsense.org/educators
CREATIVE COMMONS: ATTRIBUTION-NONCOMMERCIAL-SHAREALIKE

Amanda's Story ... Amanda Todd committed suicide at the age of 15 at her home in British Columbia, Canada. Before she took her life, Amanda posted a video on YouTube in which she used a series of flash cards to share her experience of being blackmailed into exposing her breasts via webcam and being bullied and physically assaulted. The video went viral after her death, resulting in international media attention. As of September 2015, the video has been watched more than 19 million times. Her mother Carol Todd has since dedicated her time to raising awareness about the issues that affected Amanda. The following is part of a letter written by Amanda's mom, Carol Todd.

"Knowledge is power"

Amanda Michelle Todd

(November 27, 1996 - October 10, 2012)

My daughter, Amanda Michelle Todd, took her life at the age of 15. It all started with a topless photo. She didn't know the person at the other end of her computer was taking a picture. She didn't know that he was showing it to other men. Then she started to get blackmailed into showing more of herself via her webcam. And if she didn't, then her image would be sent throughout the Internet. What Amanda didn't do was tell an adult that this was happening to her. She kept it to herself. This image and what happened thereafter was the start to the emotional breakdown of Amanda. The loss of her confidence, her spirit and her friends. The embarrassment that followed was unbearable as was the name-calling, the slutshaming and the bullying online and offline that occurred. Eventually Amanda retreated into a shell, not being able to re-emerge as the girl she once was. As a parent and Amanda's mother, it is important to me that young people understand what can happen online and also how to protect themselves online ...



... We need to always tell our young people that it is okay to admit to making a mistake and then also to support them in talking to an adult. This action is so very important before things escalate. We all need to remember that making mistakes is normal and a part of growing up. The teen years is when a lot of these happen. Also that these experiences become learning experiences for the future years...

Sincerely, Carol Todd (Amanda's mom)
For more information on Amanda's story, please visit:
<http://amandatoddlegacy.org>



© 2015 Common Sense Media, Inc. / www.common Sense Media.org/educators
CREATIVE COMMONS: ATTRIBUTION-NONCOMMERCIAL-SHAREALIKE

Need a moment to debrief?

Take a moment and think about Amanda's story and her mother's letter. Discuss with a friend or write down your thoughts.

What is your gut reaction? Why do you think Amanda showed her breasts via a webcam? What do you think prevented Amanda from seeking help or support when the situation started spiraling out of control? What would you have done in this situation if you were Amanda's friend? What if you were Amanda herself?

So, what does Amanda's story have to do with sexting?

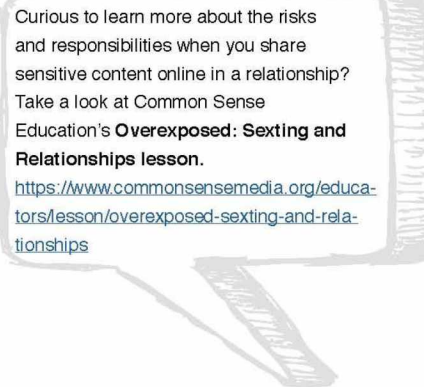
Although Amanda's story is an extreme case of what can go wrong, it does **highlight the pressures many people can feel when they want to gain another person's trust or fit in**. It also serves as an illustration of the aftermath that can occur when an image of oneself gets onto the Internet. But before diving in, let's step back and cover some specifics about sexting.

What Exactly Is Sexting?

"Teen sexting is a very rational act with very irrational consequences." -danah boyd

"Sexting" is a term used to describe the sharing of intimate images or video with another person.

The content can range from sexually driven texts and partial or full nude photos to sexual videos or pornography. **Very often, sexting occurs between couples or people who are dating, but it can also happen between friends or groups.** Sexting can happen via a whole range of devices, technologies, and online spaces. Most commonly, sexting occurs through text, private message on social networks, or apps such as *Kik*, *Oovoo* and *Instagram*; FaceTime or Skype.



Deliberate and Accidental

Sexing isn't defined by any one fixed term. **Sexing can be wanted or unwanted, and the exposure can be deliberate or accidental.**


Most sexting is deliberate, meaning that the person who sent it meant for it to be sent. The sender will pose or act in a sexual way and make a direct effort to send it to the person they want to see it, usually a boyfriend or a girlfriend. There are plenty of risks with deliberate sexting, and we'll get to those soon. But sometimes it isn't deliberate -- as in Amanda Todd's case, when she didn't know the pictures were being taken and saved. In these cases, **when the sexts happen accidentally, the larger consequences and privacy issues really come to the surface.**

The media has been full of stories of leaked personal photos of celebrities, such as the iCloud incident where actresses including Jennifer Lawrence and Kirsten Dunst had their images hacked and posted onto 4chan. Another example is the "Snapping," where a third-party app hosting thousands of *Snapchat* images was hacked and the pictures were released. Many of the hacked snaps were nude or 'risque' images of teenagers that were then re-posted onto sites such as Facebook and Tumblr.

It's fair to say that sexting has become a **part of our everyday pop culture**. We see references in popular culture such as the 2014 "comedy" film *Sex Tape* starring Cameron Diaz or the song Dirty Picture by Taio Cruz and Kesha. **Although the media tends to normalize sexting and minimize the consequences, we want to make sure you know that sexting is not "no big deal" -- and the aftermath is far from normal or desirable.**

Revenge Porn

Aside from deliberate vs. accidental texting, we also want to separate both from another, even more concerning kind of issue: revenge porn. **"Revenge porn" describes the act of sending out another person's nude pictures and/or videos of the person naked and/or involved in a sexual activity as a way to get revenge or express anger.** Think: A couple breaks up, and an angry ex decides to release, send, post, or share sexual content to humiliate the other person. In some cases of sexting, the major issue is whether or not you're a minor -- meaning that adults who engage in the same behavior might not get in trouble. In other cases, such as revenge porn, **it's a HUGE issue and not ok, no matter who or how old you are.** Around the world, governments are starting to take action and consider revenge porn a criminal activity that can land you in jail.



What are the consequences of oversharing online? Check out Common Sense Education's **Oops! I Broadcast It on the Internet** lesson.

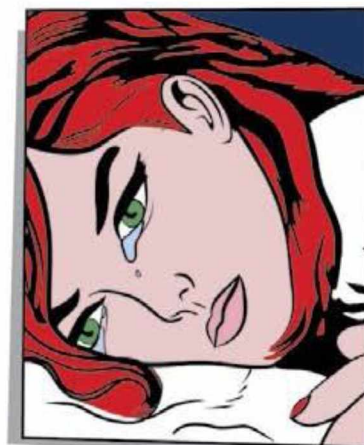
<https://www.common sense media.org/educators/lesson/oops-i-broadcast-it-inter-net-6-8>

Who Sexts and Why?

LOL or OMG?!

For people in relationships, sharing nude photos with each other is not actually a new thing.

What has changed is the speed with which a photo can go viral and the size of the audience that can see it. This makes the stakes much, much higher. The digital world brings with it a **new set of challenges**. Now, with the use of front-facing cameras on many smartphones, taking and sharing a mobile photo can be a spontaneous decision. Sharing directly through social networks, even privately, makes it especially hard to regain control. Just think about it: Social networks and apps are designed to make publishing and sharing quick and easy. **It's hard to know where the image has gone, who has received it, and who has re-posted it already.** A post can leave your social circle very quickly and spread to a large, public audience. **Once you press send, that picture is out of your control forever.** Period. You have no control over what others may think and how they might re-share that image to their "other" audiences by simply pressing send.



A study by the Internet Watch Foundation showed that up to **88 percent of self-generated images have been collected and put onto other sites without the sender's knowledge or consent!** That means that even if the person to whom you send a picture doesn't save or share it, it might live on forever in someone else's hands, and it could pop up in the future when you least expect it.

In your parents' younger years, the embarrassing stuff they did was rarely seen by anyone else. Today, with mobile phones and the Web, that scenario has changed. The World Wide Web means the potential of a huge audience, and, of course, if a photo is uploaded and shared, it can be online forever. **Pretty scary thought that something you did at age 14 can potentially affect your life 5, 10, or 15 years down the road.**

Give Me the Facts

How many people are really sexting?

The numbers are in. A recent study out of the University of New Hampshire found that **less than 16 percent of teens have created, appeared in, or received a sext.**

"Estimates varied considerably depending on the nature of the images or videos and the role of the youth involved. Two and one-half percent of youth had appeared in or created nude or nearly nude pictures or videos. **However, this percentage is reduced to 1.0 percent when the definition is restricted to only include images that were sexually explicit** (i.e., showed naked breasts, genitals, or bottoms). Of the youth who participated in the survey, 7.1% said they had received nude or nearly nude images of others; 5.9% of youth reported receiving sexually explicit images. Few youth distributed these images."

So we can say, based on real data, that no matter how it might feel, it's just not the case that *everyone* else is sexting.

To sext or not to sext?

Most of the time, intimate pictures are shared between partners who trust each other. And there are probably many images shared that are never seen by anyone except the intended recipient, even when the relationship ends. The trick is, it's hard to predict the future. **If you have a bitter breakup, can you be sure the person will respect you enough not to share your pictures?** It is important to think about the fact that sometimes during a breakup or during the heat of the moment that someone can act in an irrational or thoughtless way. Unfortunately, that's all it takes -- if someone has a naked picture of you, two seconds of feeling angry or hurt might cause them to do something that neither of you can take back.

You hope you can trust the person you text. But do you need to send them pictures of your body in the first place? If someone is pressuring or guilt-tripping you, is it someone you can really trust? Honestly, a good partner is someone who will accept your answer without question if you find the courage to say, "No, thanks."

Even if you decide you totally trust the person, it's worth it to really think about a few "what if's" ...

- **What if** the recipient loses his or her phone?
- **What if** a friend scrolls through his or her messages and sees it?
- **What if** a parent checks the recipient's phone and sees it?
- **What if** the recipient changes his or her mind?
- **What if** the relationship circumstances change?

Source: PEDIATRICS Volume 129, Number 1, January 2012

http://www.unh.edu/ccrc/pdf/sextling%20prevalence%20proof%20-%20do%20not%20cite%20without%20permission_km.pdf

© 2015 Common Sense Media, Inc. / www.common sense.org/educators
CREATIVE COMMONS: ATTRIBUTION-NONCOMMERCIAL-SHAREALIKE

Too Much Pressure

But what if you can't or don't want to say no . . . We have all been there: that feeling of being torn between doing something because we feel the pressure (or even just the temptation) and that feeling of uneasiness because we aren't sure of the outcome. More and more, sexting is used as a sign of collateral for trust within a relationship, a way to mark one's status or a way to fit in. But this notion is based on the false assumption that everyone is doing it. The reality is that not everyone is doing it, and more importantly there are better and safer ways to show someone you trust them and that they can trust you.

What if you want to say no, but you just feel **So. Much. Pressure?** It's totally normal to want to be liked and be accepted -- whether it's by your friends, your crush, or just a group of people you like hanging out with. **For some people, the pressure to sext isn't even coming from the person on the receiving end of the nude photos; it's a more complicated kind of pressure coming from all around.** For guys, it might be the pressure to have girls sending you photos to prove to friends that girls are basically throwing themselves at you. For girls, it might be the pressure not to seem like a "prude" or even just the pressure to look or act like your friends do. We know the reality is that you may know sexting isn't the wisest decision, but the short-term consequences (like how you're going to say "no" to the guy or girl you like or how you're going to deal with your friends taunting you) can feel much more stressful than the longer-term potential risk that the photo is leaked. **But trust us: If the photo is leaked, it's much, much worse than being called "lame."** It can ruin people's lives. So, we want to arm you with a few tips for how you can navigate sticky situations without giving into the pressure.

3 Ways to Turn Down a Request for a Sext ... without losing the relationship

1. Use humor. Using a lighthearted response, such as referencing the latest star tabloids drama and telling them, "I wouldn't mind striving for Jennifer Lawrence's freebies, great wardrobe, and chill attitude, but getting involved in an accidental leak of nude photos is one thing I don't really want to have in common."
2. Keep it offline. There's a difference between online and offline, and someone's argument may be that they have already seen you exposed offline, so it shouldn't be a big deal. Remind them that you like to have control over who sees your image and how they see it.
3. Don't fall for "I'll show you mine if you show me yours." We want to be perfectly honest about something: **There is a really ugly double standard.** The consequences for girls of sharing naked pictures can be way worse than the consequences for boys. So, it's not really an even trade. Also, **plenty of teens say they will find a picture online or send someone else's and pretend it's their own.** So if you're sending your own picture, you might not even realize you're taking a much bigger risk than the person on the other end of the conversation.



3 ways to take the conversation outside of the classroom

1. Share: Feel like you should clue in the adults in your life? Pass along this resource and tell them you're interested in talking.

2. Discuss: Open the discussion to your peers. Take the Amanda Todd case and ask your friends or classmates if they have ever felt the pressure to do something similar. Are there any aspects of the Amanda Todd story that stood out to them? What would you advise a friend who was in Amanda's situation and had been "exposed" by having her photos sent out to classmates?

3. Reflect: Take a moment to reflect on your thoughts on sexting, especially now that you've read this guide. Did you learn anything that you didn't know before? Do you ever see incidents in your school or among your peers that sit uneasy for you? What are two ways you can handle future situations that make you uncomfortable? It's time to be honest -- you can't change what you don't acknowledge.

© 2015 Common Sense Media, Inc. / www.common sense.org/educators
CREATIVE COMMONS: ATTRIBUTION-NONCOMMERCIAL-SHAREALIKE

What Do I Do Now?

The Power and the Reach of the Internet


Sharing directly through social networks, even privately, makes it especially hard to regain control. Just think about it: Social networks and apps are designed to make publishing and sharing quick and easy. **It's hard to know where the image has gone, who has received it, and who has re-posted it already.** A post can leave your social circle very quickly and spread to a large, public audience.

Devices such as smartphones, tablets, or personal computers nowadays allow for easy screen capturing. Even if a snapchat is disappearing, someone can capture it with a quick click or two before it goes “poof” and disappears. So where could your picture be?

Photo-sharing sites such as **Flickr** or **Instagram** allow open and unrestricted (as well as private) sharing of pictures. Your data could be on a company's server or copied to users' personal devices.

Webcam sharing sites also can cause problems when people record your actions. Sites such as Omegle and Chat Roulette often attract criminal behaviors due to their anonymity. Sometimes these “anonymous” services encourage people to be more adventurous and risky, **but being online is never completely anonymous.** It only takes screen or webcam capturing software to allow a copy to be made, thus making that private incident all of a sudden not so private.

Cloud storage sites such as iCloud, OneDrive, GoogleDrive, or Dropbox allow server space for people to store material, such as images, virtually. Other users, with permission, then can access the files. Once again, it is difficult to know where your content actually sits and where the cloud servers are based. Those that are based outside of the United States often don't have the same laws about personal data, and your content could be sold and shared with other networks globally.



Ready to set the example of how can you respect the privacy of others online? Take a look at Common Sense Education's **Private Today, Public Tomorrow** lesson.
<https://www.common sense media.org/educators/lesson/private-today-public-tomorrow-9-12>

I'm Panicking ...

Now what? What are the first things I should do when something goes wrong?

It might seem like the end of the world if your image has gotten out to the rest of the world when you didn't want it to, but try not to panic! Take a deep breath and give yourself a chance to think about how this might affect you.

If you decide you need to do something, don't wait. The quicker you deal with it, the better chance there is of managing what could become an unmanageable spread of the image.

First off, are you ok? You don't have to shoulder this alone. Find a trusted person to support you right now: an older sibling, a family member, a teacher, or a coach. You choose. Check out the list of some organizations that can help on the next page.

If you've sent something directly to someone's cell phone and then had second thoughts, you need to have an honest conversation with them as soon as possible to get them to delete it.

Sometimes, that first step of asking for help is a difficult one. But you have to be honest with yourself. Real friends and professionals trying to help are only able to do so when they know all the facts. If you know of a friend who is trying to deal with this, help him or her get the support he or she needs.

I NEED HELP!



© 2015 Common Sense Media, Inc. / www.commonsensemedia.org/educators
CREATIVE COMMONS ATTRIBUTION-NONCOMMERCIAL-SHAREALIKE

Who Can Help Me?

Family members and caregivers

It may be your worst nightmare, thinking of telling your parents or caregivers you shared intimate pictures. And yes, they may be less than pleased at first, but they need to know; how are they going to support you if they don't know what's going on? Remember, you are not alone. A family member may have encountered similar trying situations too.

Feel like you need to clue in your parents to what the digital world looks like? Point them to **Common Sense's Connecting Families**.

<https://www.commonsensemedia.org/educators/connecting-families>

Yes, they will probably be very upset and disappointed, but **they will likely respect you more for being up-front about it ... and they can be an important source of support** while you're managing this stressful and complicated situation.

School

You might want to consider telling someone at school, as your welfare is their no. 1 concern. Trained staff have access to a whole range of help. Reach out to someone you feel comfortable confiding in such as a school counselor, a teacher, or a coach. It will be much more effective dealing with this together than on your own.

National Center for Missing and Exploited Children

The National Center for Missing and Exploited Children can help provide advice to you and your family when something like this happens. Visit their site at <http://www.missingkids.com/home>. There also is a great film about sexting called "Exposed"; it's on YouTube at <http://bit.ly/hePkDE>.

Local police

Police sometimes are involved if an incident involves the well-being of minors. However, they are also trained to support before, as well as after, something occurs.

Which organizations can help me?

Love Is Respect www.loveisrespect.org

Crisis Text Line www.crisistextline.org

ThinkUknow www.thinkuknow.co.uk

There are lots of places you can go to for support and advice. Consider who is the best person to support you. **It could be a trusted adult from a youth club, job, sports team, or faith-based organization.** Anyone who is trained to support young people should have some ideas for you.

I'm just the recipient!!!!

What do you do if you get someone's picture or you see someone else's embarrassing picture being sent around? **What would you do?** If you see someone's picture going around -- or it gets sent to you -- the best thing to do is "delete and don't repeat." Delete the message from your phone and do your best not to repeat it or join in on the gossip. We know it can be tempting to get caught up in the gossip and share the image, but it is important to withstand the temptation and let a trusted adult know about the situation. It's also important to **remember that there is a real person behind the image**, who may not enjoy what is being said or done regarding his or her photo.

Will I Get into Trouble?

Although the law was not designed to punish young people for making mistakes, when it comes to minors and naked images, the law draws a stern line. And although each state's laws can differ, the majority of them have severe penalties, intended to protect minors from exploitation. Exploitation can lead to the trade of or profit from sexual pictures of minors, even those that were taken and shared with consent. **This means that if you are under 18 and you create, send, or receive sexually explicit images of another minor, under current federal laws, it could be considered child pornography. This includes taking a picture of yourself.**

Whether it makes sense or not, those who that consensually share intimate photographs of minors with one another face the same punishment as those who maliciously send naked pictures of minors. **Even those who receive the picture of a minor, even without asking to see it, can be prosecuted.** That could mean being charged with a misdemeanor or worse. One could face felony charges, prison time, and mandatory sex-offender registration. So it is important to ask yourself, is it really worth it? Do I want to take that chance?

More information on sexting laws in your state can be found at:

http://mobilemediaguard.com/state_main.html.

Is this going to affect things for me in the future?

Hopefully, in most cases, your continuing digital life will "bury" your mistakes as time goes on with positive content that you would want the world to see. There is, however, no guarantee that the pictures will not be seen by others later. Your reputation could be affected if future employers or college admissions officers come across the incident. Be prepared to be honest and open to admitting a mistake whether it's with future relationships, new friendships, or potential career connections.

Thinking Twice

Sexting isn't the only kind of content to think twice about sharing.

We're talking a lot about sexting because it's a really easy way that teens can end up in sticky situations, but there are other behaviors and actions that can get you in a similarly undesirable situation if you aren't paying attention. The next few sections share a few tips that apply to **EVERYONE** -- whether you've ever sent a sext or never will. If you're a kid with a cell phone or a social media account (or you might ever have one), there are a few things you should know.

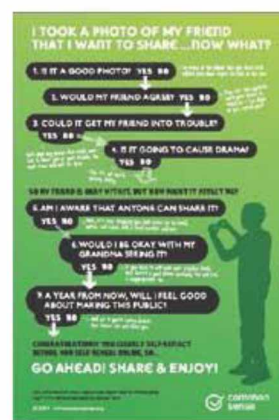
So before you post, tweet, text, or press that send button, take a moment and think:

- Could this photo get me in trouble?
- Could this get my partner or friend in trouble?
- Is this photo going to cause drama?
- Am I aware that anyone can share it?
- Would I be ok with my grandma seeing it?
- A year from now, will I feel good about sharing this image?

Knowing who your "friends" are

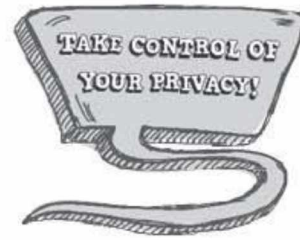
Social media is part of your everyday life, and it's probably not going away anytime soon. Since it is here to stay, it's important to ensure it is working for you and not against you. There are two important steps that everyone should take to help make sure their social media pages are in good shape.

First, think carefully about who you approve to follow or friend you. What is your definition of a "friend" or a "friend of a friend"? We often add "friends" because our other friends know them or because we feel that having a larger following will help in having more likes. Ask yourself, "Who would stand beside me when things go wrong?" Take a moment to think about how an online-only friend differs from a friend you know offline. Is having a bigger following or more likes worth the risk if something does get out? Bottom line is, it is difficult to track who has seen what and how they might react and share going forward.



Check out this poster for some quick tips on how to determine if you should send out an image or not: https://www.common SenseMedia.org/sites/default/files/uploads/pdfs/should-i-share_24x36.pdf

Second, take ownership of your profiles ... There are several ways in which you can choose who sees what on your profile by controlling your privacy settings. Controlling your privacy settings helps reduce the chances of an image getting into the wrong hands. Keep in mind: Just because you have a private profile doesn't mean that once the image has been sent to another person they have the same settings. That is a big what-if. Remember, once the image is up online or in the cloud, it has the chance to go public, which leaves it as fair game for anyone who comes across it. So although making something private isn't completely fool proof, it's a really important step to make sure you're doing whatever you can to choose privacy settings that make sense for you. Here's a link to a "down and dirty" guide to how you can take control of your privacy on Facebook: www.swgfl.org.uk/FacebookChecklist.



Rule of thumb: If you wouldn't want your grandmother seeing something, don't post, share or take it!

Knowing About *Your* Reputation

Do you know what's online about you?

You should first check what others can see about you. Search for your name using Google or other search engines to see what information already exists about you. Although you may not have added anything new, your friends and family might have.

If you find anything offensive or require anything to be removed, report it to the hosting site immediately. Remember, the image will need to break the site's terms and conditions. If it is a naked or semi-naked image of you, the legal implications will mean that the site host is likely to remove it quickly.

Not sure exactly how to take down those embarrassing or inappropriate photos? Take a look at this infographic from Who Is Hosting This on How to Remove Your Embarrassing Photos from Social Media: <http://www.whoishostingthis.com/blog/2014/09/16/remove-photos/>

Increase and curate your positive online presence ... If you feel as though your online presence is not what you want it to be at the moment, proactively create a positive online presence that, over time, may overshadow those past online mistakes. Think before you post. Take a moment to imagine those "what if's" to determine whether that post or that text is really worth it.



© 2015 Common Sense Media, Inc. / www.common sensemedia.org/educators
CREATIVE COMMONS: ATTRIBUTION-NONCOMMERCIAL-SHAREALIKE

What Do I Do Now?

There are ways that **you can challenge content published by others using a site's "report abuse" option**. It's important to draw these sites' attention to the content as quickly as possible and to indicate why you think it should be removed. It's not enough to say, "I don't like it"; your request needs to show that it breaks their terms and conditions of use. Sites such as Facebook and Instagram don't allow nudity, so be concrete and direct when reporting. We've included some links to these reporting routes at the end of this booklet. **Noting "this content contains nude images of a minor" is more clear and more likely to get the site to take action** than just saying, "I don't want this image online."



Feel like you left a digital footprint you are now regretting? **Not the end of the world.** It just needs some thought on how you can minimize the effect of your mistake and learn from it moving forward.

It is also important to understand how **you** can change or remove content that you have posted. **That profile pic of you in your underwear was funny at the time, but now you've changed your mind.** While you can't be sure if others have saved it or if copies will live on in other servers, **taking it down is a really important and valuable step.**

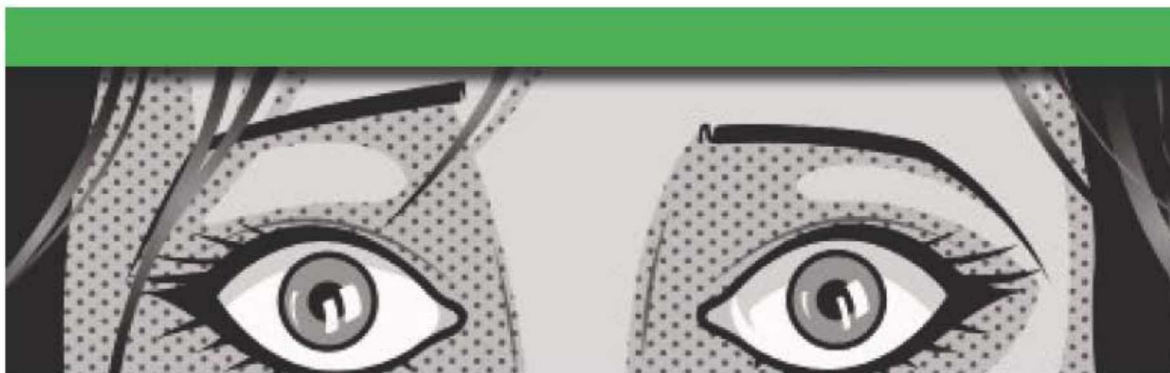
About This Resource

This resource is a derivative of "So You Got Naked Online" by South West Grid for Learning and UK Safer Internet Centre. This resource has been adapted by [Common Sense Education](#).



The South West Grid for Learning Trust is a not for profit, charitable trust company, providing schools and many other educational establishments throughout the United Kingdom with safe, secure, and reliable broadband Internet connectivity; broadband-enabled learning resources and services; and help, support, and advice on using the Internet safely. Find more resources at www.swgfl.org.uk.

[Common Sense Education](#) is the nation's leading independent non-profit organization dedicated to empowering kids to thrive in a world of media and technology. Families, educators, and policy makers turn to Common Sense for unbiased information and trusted advice to help them learn how to harness the positive power of media and technology for all kids. Find more resources at www.commonsensemedia.org/educators.



www.commonsensemedia.org/educators